

George Mason University
School of Recreation, Health & Tourism
PHED 680: Mentoring & Supervision in Physical Education
Spring 2010

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Office Hours: By appointment

Office Location: Fairfax Campus, Thompson Hall, Rm. 108

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COURSE DESCRIPTION

This course prepares mentors and supervisors of pre-service and in-service teachers in physical education. Topics under study will include professional dispositions, assessment and evaluation, adult learners, counseling and communication, providing feedback, reflection and inquiry into the profession. Actual school-based mentoring and supervision skills will be practiced.

PREREQUISITE: PHED 670, Analysis of Teaching in Physical Education

STUDENT OUTCOMES

1. State differences among the multiple roles and responsibilities of mentor teachers, cooperating teachers, clinical faculty and university supervisors.
2. Increase skills in assessment and evaluation, coaching and mentoring while developing a line of inquiry
3. Describe best practices in the preparation of novice and experienced teachers
4. Apply knowledge and skills to the assessment and evaluation of teacher performance and provide timely feedback for improvement
5. Increase knowledge of NASPE/NCATE standards for novice teachers
6. Provide support for teachers in the areas of work sampling, differentiated curriculum, assessment of student (k-12) performance, planning, implementation and management of the classroom

NASPE TEACHER STANDARDS:

Standard 5 - **Communication** - the teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

Standard 6 - **Planning and Instruction** - the teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Standard 8 - **Reflection** - the teacher is a reflective practitioner who evaluates the effect of his/her actions on others and seeks opportunities to grow professionally.

Standard 9 - **Collaboration** - the teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being.

Moving Into the Future, National Standards for Physical Education: A Guide to Content and Assessment, 1995. Prepared by the Beginning Teacher Standards Task Force of the National Association for Sport and Physical Education (NASPE). Mosby Publishing

REQUIRED TEXTS

- Glickman, C.D., Gordon, S. P., & Ross-Gordon, J. M. (2010). Supervision and instructional leadership: A developmental approach (8th ed.). Boston: Allyn & Bacon.
- SUCCEED at Mentoring, Coaching & Supervision –available at <http://www.ncsu.edu/mentorjunction>
- New Teacher Center at www.newteachercenter.org

College of Education and Human Development Core Values: Ethical Leadership, Research-based practice, Collaboration, Innovation, Social Justice.

MODE OF COURSE DELIVERY

The delivery of PHED 680 is accomplished through a combination of experiential learning activities to meet the need of all learners and learning styles including:

- Class presentations consisting of mini-lectures, use of Power Point, etc
- Whole class and small group discussions
- Cooperative learning in small groups emphasizing learning from others
- Student sharing examples, projects and teaching/learning experiences
- Problem solving challenges

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

All students must check Mason email regularly and use CE6 for online course information.

		Points
1. Blackboard responses, readings and informed class participation (Standards 5, 8)	15 %	60
2. Self-Reflection as supervisor, mentor, coach and Philosophy of Supervision (Standard 5, 8)	15%	60
3. Clinical Labs (Standard 5)	20%	80
4. Supervision - Observational Assessment Project (Standards 5,6,8,9)	25%	100
5. Research Project	25%	80
	Total	400

Grading scale:

A = 95%; A- = 94-90%; B+ = 89- 87%; B = 84-86%; B- = 83-80%

C = <80%

*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application

TENTATIVE COURSE OUTLINE

Day/Date:	Topic/Readings:	Assignments Due:
Jan 19	Course introduction Experiences with supervising, pre & in service Paradigms for schools	Readings: Glickman , Gordon, Ross-Gordon (2010) Note the end of chapter activities.
Jan 26	Successful schools School improvement Collective education-“a cause beyond oneself”	Glickman, Chs. 1[A4],2[A4,D2],3[A1,2,D1] Outcomes of chosen Exercise: A/F/D Article:
Feb 2	Adult & teacher development: Theories and Four Stages Impact of age, race, gender on adults Conceptual models of supervision/adult development	Glickman, Ch 4, Complete F4 Clinical Task #1: Write a case (situation) and support aspects with appropriate theories.
Feb 9 No class	Supervision behavior continuum Four variations of interpersonal skills Due Feb 12.	Glickman, Ch. 5 Describe the organization climate of your school or a previous one; Ch. 6, Complete Box 6.1 for use in class. Work toward building your supervisory philosophy. Prepare for 1st part of Supervision project. Submit an outline on Bkbd CH 16 is key to the Sup project
Feb 16	Cycles of supervision practice: DC, DI or CB	Glickman, Chs. 7-11 Clinical Task #2 –Select a problem or informally observe to help a co-teacher using one or more of the 1 st 3 platforms. Write up your analysis based on rubric provided
Feb 23	Observation techniques	Glickman, Ch 14 Observing

	TPAI: Evaluators-Teachers manual Equity in Education [Eye of the Storm videotape] Research project	Google TPAI and bring copy. Read/respond to two articles posted on bkbd 1st clinical cycle of Supervision Project/Due Supervisor Self-Analysis of Pre/Post Conferences Provide 3 meaningful ideas to the class
Mar 9 No class Mar 16 Mason Sp Brk, No class	Teacher change & concerns, Guided reflection; <i>AAHPERD Convention, Indy</i>	Glickman, Ch. 16 Search the literature for class Research Project.
Mar 23	Differentiated strategies Supervision self-assessment Problem solving	Read/ respond to two articles on bkbd Develop <u>research project & execution</u>
Mar 30 Public school Sp Bk	Interpersonal approaches to supervision	Readings at New Teacher Center, Santa Cruz
Apr 6	Collaborative behaviors Philosophy of supervision	
Apr 13	Teacher professional development Peer checking/supervision project	Glickman, Ch. 18
Apr 20	Redefining the mentor/mentee relationship Ethics & supervision	
Apr 27	Independent work on supervision project	Philosophy of Supervision
May 4	Supervision project presentations Course/Instructor Evaluations	Supervision Project

GRADING RUBRIC

Assignments		Needs Work (major parts are missing)	Developing (Most parts are adequately addressed)	Accomplished (all parts are adequately addressed)	Exceptional (work is the highest quality)
	%				
Clinical Labs	20	Labs are of little value for informing mentoring practices	Information is mostly complete with some insights on practice	Information is accurate and useful for informing practice	Information documents mentoring data and gives in- depth insights into practice

Philosophy of Supervision, Reflection	15	Assignment has missing parts and is unclear in purpose	Assignment provides some insights to one's philosophy but needs development	Philosophy and reflection are documented and provides a clear indication of individual perspective	Philosophy and reflection are well developed and show great insight into the reflective practices of the writer.
Supervision Project	25	The written observation, scripting of the conference and overview are written with many omissions.	The written observation, conference scripting and overview present a fairly clear picture of the supervision process but have some omissions	The written observation, conference scripting and overview are fully documented with all parts present.	The written observation, conference and overview are detailed, clear and progressive. The overview provides an in-depth analysis of the process.
Blackboard and Class participation	15	Quantity and quality of participation is lacking	Responses sometimes contribute to the learning of others	Responses make definite contributions to the learning of others and offer additional sources for reference	Responses are thought provoking and timely. Shows depth of insight and includes additional sources of knowledge
Research Project	25				

HONOR CODE

Your work must be your own when given an assignment individually. All work by others must be documented for outside contributions. Students must follow guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible use of computing. Click on Responsible Use of Computing after logging on <http://mail.gmu.edu>

STUDENTS WITH SPECIAL NEEDS

Students with disabilities who seek accommodations in a course must be registered with the Mason Disability Resource Center and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access DRC.